An Applicant's Guide

To Writing a Quality H-1B Technical Skills Training Grant Proposal for Business-Led Partnerships

To be used in conjunction with
SGA/DFA 03-114, Issued June 24, 2003

Prepared by TATC Consulting
Under contract to:

U.S. Department of Labor
Employment and Training Administration
Office of Workforce Investment

July 23, 2003

Table of Contents

Section I
Introduction

1.1 Overview and Purpose of the H-1B Technical Skills Training Grants

The United States Department of Labor (DOL), Employment and Training Administration, has made $200 million available for businesses to train America's workers for high skilled, high technology occupations. This opportunity is called the H-1B Technical Skills Training Grant Program. Due to the shortage of domestic workers with the necessary skills for certain high technology jobs, many U.S. employers temporarily import foreign workers using H-1B visas. Under the H-1B Technical Skills Training Grant Program, a portion of the fees paid by businesses for H-1B visas is returned in the form of competitive grants to train U.S. workers in targeted high technology occupations. Approximately $50 million will be awarded directly to Business-Led Partnerships for this purpose, and an additional $150 million is available to Local Workforce Investment Boards partnering with business.

In response to industry concerns about a skills gap among U.S. technology workers, Congress enacted legislation in 1998 and 2000 that raised the number of foreign skilled workers that companies could bring into the country under the H-1B visa. H-1B visas are issued for individuals working in high skill or specialty occupations requiring a bachelor's degree or higher or comparable experience. More than 98% of H-1B workers have at least a bachelor's degree; in addition, many have a master's, doctorate, or professional degree.

With the accelerated pace of technological change, U.S. industry needs workers who stay current with the latest technologies through continual retraining. The H-1B training grants, awarded by DOL, are designed to help train U.S. workers in the high technology skills that industry needs now and to reduce the need to import workers from abroad. These training grants help to solve the skills gap problem through a long-term solution that is a win-win opportunity for both workers and businesses.

The focus of H-1B training grants, in terms of both skill levels and occupations, mainly reflects the profile of workers granted H-1B visas. At least 80% of the grants must be awarded to projects that train workers in high technology, information technology, and biotechnology skills. For example, these skills include: software and communications services, telecommunications, systems installation and integration, computers and communications hardware, advanced manufacturing, health care technology, biotechnology, biomedical research and manufacturing, and innovation services.

For a more extensive legislative and programmatic overview, see Solicitation for Grant Applications SGA/DFA #03-114 (See Section 1.3 below for Web site link).

1.2 The Two H-1B Technical Skills Training Grant Partnership Types

Of the $200 million in funding available for H-1B training grants, $150 million, or 75% of the total, is available to applicants who represent local Workforce Investment Boards working in partnership with businesses. These applications are referred to as WIB/Business Partnerships, or as the "75% SGA." An additional $50 million, or 25% of the total, is available for partnerships consisting of at least two businesses, or a business-related nonprofit organization that represents more than one business. These applications are referred to as Business-Led Partnerships, or as the "25% SGA." Businesses are encouraged to take advantage of both H-1B training grants opportunities. The differences are highlighted below in Table 1-1.

Table 1-1:
H-1B Technical Skills Training Grant Partnership Types

Partnership Type	Eligible Applicants and Proposal Submission Deadlines	Matching Fund Requirement
WIB/Business Partnerships **$150 million** (75% of the total funds designated) is available to support these partnerships.	Local Workforce Investment Boards (WIBs) which represent a public/private partnership that is comprised of at least one local WIB, one business or a business-related nonprofit organization such as a trade association, and one community/faith-based organization or higher education institution or labor union. ***The solicitation for WIB/Business Partnerships is ongoing. See SGA/DFA 03-100.***	Grantees must provide non-federal resources equal to at least 50% of the grant award as a match. The cash/in-kind matching requirement may be shared among project partners. At least 50% of the matching amount must be contributed by business or business-related nonprofit organizations.
Business-Led Partnerships **$50 million** (25% of the total funds designated) is available to support these partnerships.	Partnerships that consist of at least two businesses, or a business-related nonprofit organization that represents more than one business. Partnerships may also include any local Workforce Investment Board(s), or educational, labor, or community/faith-based organizations. Grant proposals must include an explanation of the factors, such as geographic considerations, that make it impractical to apply for training funds as part of a local WIB/Business Partnership. As an example, the Business-Led Partnership may be on a national, multi-state, regional, or rural area basis. ***The deadline to submit Business-Led Partnership proposals is September 22, 2003. See SGA/DFA 03-114.***	Applicants must demonstrate the ability to provide non-federal resources equal to 100% of the grant award as a match. The cash/in-kind matching requirement may be shared among project partners. At least 50% of the match must be contributed by business or business-related nonprofit organizations.

1.3 Purpose of this Applicant's Guide

This guide is intended to assist prospective applicants for H-1B Technical Skills Training Grants for Business-Led Partnerships in writing a quality grant proposal. It is also designed to assist you as a potential grantee in planning your partnerships and designing your programs to achieve better outcomes, if your proposal is selected for funding.

This Applicant's Guide should only be used in conjunction with the Solicitation for Grant Applications (SGA) SGA/DFA 03-114, issued June 24, 2003 to announce the availability of H-1B Technical Skills Training Grants for Business-Led Partnerships.[1] ***THIS GUIDE IS NOT A SUBSTITUTE FOR THAT OFFICIAL DOCUMENT.***

As noted above, the H-1B Technical Skills Training Grant program has two funding streams, distinguished by two types of partnerships. This Applicant's Guide is intended to assist applicants in submitting grant applications for ***Business-Led Partnerships***, or the "25% SGA." Note that a separate Applicant's Guide will be provided in the future to assist prospective applicants in submitting grant applications for ***WIB/Business Partnerships*** (the "75% SGA"), in which local Workforce Investment Boards partner with businesses. When available, that Applicant's Guide[2] should be used in conjunction with Solicitation for Grant Applications SGA/DFA 03-100, which was published in the Federal Register on January 6, 2003.[3]

1.4 How to Use this Applicant's Guide

This guide is designed for use in conjunction with SGA/DFA 03-114. You should refer to the SGA frequently as you prepare your grant application. To assist you in making connections between the content of the SGA and the content of this guide, references to the SGA are provided throughout the guide in boxed text such as the following:

> Refer to SGA/DFA 03-114, Section III(B), "Submission of Proposals."

1 The Business-Led Partnership (25%) SGA is available on the DOL, Employment and Training Administration, H-1B Web site, http://www.doleta.gov/h-1b/solicitations.cfm.

2 When available, the Applicant's Guide for WIB/Business Partnerships will be posted on the DOL, Employment and Training Administration, H-1B Web site, at http://www.doleta.gov/h-1b.

3 The WIB/Business Partnership (75%) SGA is available on the DOL, Employment and Training Administration, H-1B Web site, http://www.doleta.gov/h-1b/solicitations.cfm.

Features of this guide include the following:

- An overview of the H-1B Technical Skills Training Grants for Business-Led Partnerships (Section 2)
- A planning checklist intended to help you think through the steps you will need to take before preparing your grant application (Section 3)
- Guidance on how to prepare the required sections of your grant application (Sections 4 and 5)
- Hypothetical Abbreviated Examples of some components of the Technical Proposal required in grant applications (Section 5)
- A final checklist intended to remind you of key grant submission requirements (Section 6)
- A description of the additional resources that are available to you on the DOL, Employment and Training Administration, H-1B Web site for use in preparing your grant application (Section 7).

To use this guide effectively, you are encouraged to read (and re-read) the SGA as well as this Applicant's Guide. Once you have done that, using the Planning Checklist provided in Section 3 and developing a timeline for writing your grant may help you focus your initial efforts in a productive direction.

If you have further questions about the application process and the SGA after reviewing this guide, you may wish to contact the DOL Grants Office: Mamie D. Williams, Grants Management Specialist, Division of Federal Assistance. Submit your questions via fax to Ms. Williams' attention at (202) 693-2879.

Section 2
About H-1B Technical Skills Training Grants

2.1 U.S. Department of Labor H-1B Principles, Policies, and Emphases

Refer to SGA/DFA 03-114, Section I(B), "Principles of Business-Led H-1B Technical Skills Training Grants," and Section I(C), "DOL Policies and Emphases."

The U.S. Department of Labor recognizes the importance of investing in long-term solutions to resolve our nation's technical skills gap. The H-1B grants provide a unique opportunity to implement high skill level training projects at the local level that will improve worker skills and contribute to the increased productivity and competitiveness of U.S. companies, their workers, and the nation. To that end, the H-1B Technical Skills Training Program is based on the following principles, which are more fully described in the SGA:

- Business leadership in the planning, development, and operation of H-1B projects will ensure that projects meet the specific training needs of business customers.
- H-1B projects are a long-term solution for reducing the reliance on foreign workers, and project sustainability will facilitate the continuation of H-1B level training beyond the grant term.
- The H-1B program focuses on high skill level training that is consistent with H-1B visa occupations and lends itself to using innovative service delivery approaches.
- Prospective trainees who participate in H-1B training projects will possess high levels of motivation, education, and skill prior to training.
- H-1B skill level attainment should be measured using industry-accepted skill standards.
- The use of local and regional planning that includes a thorough review of local labor market needs for highly skilled workers enhances H-1B projects.

The U.S. Department of Labor has also developed policies and emphases to ensure that H-1B projects are developed in support of the DOL principles summarized above. These policies and emphases, which are fully described in the SGA, focus on the following areas:

- Connecting with the workforce investment system. The One-Stop Career Center Network may provide projects with a wealth of support, from the recruitment of prospective trainees, to financial resources, to expertise in applying for and administering the grant.

- Training that is high level and has an H-1B occupational focus.

- Emphasizing project outcomes that create job opportunities, increase the salary levels of incumbent workers, and prepare trainees for industry-recognized skill certification and licensing requirements.

- Involving small business as a partner.

2.2 Who Is Eligible to Apply for a Business-Led H-1B Technical Skills Training Grant?

Refer to SGA/DFA 03-114, Section III(A), "Eligible Applicants."

Partnerships that consist of at least two for-profit businesses, or a business-related non-profit organization that represents more than one business, are eligible to apply for a Business-Led H-1B Technical Skills Training Grant. Your partnerships may also include any local Workforce Investment Board(s) or educational, labor, or community/faith-based organization(s).

Applications for Business-Led H-1B Technical Skills Training Grants must provide an explanation of the factors, such as geographic considerations, that make it impractical to apply for training funds as part of a local WIB/Business Partnership. As an example, the Business-Led Partnership may be on a national, multi-state, regional, or rural area basis, thus making it infeasible to participate in a local WIB/Business Partnership.

2.3 Who Is Eligible to be Served Under the H-1B Technical Skills Training Grants?

Refer to SGA/DFA 03-114, Section II(A), "Participants Eligible to Receive H-1B Training."

Unemployed individuals and incumbent workers who are U.S. citizens or immigrants authorized to work in the United States may be served under the H-1B Technical Skills Training Grant Program. Prospective candidates include individuals who have the education and skills that will allow them to be upgraded to H-1B level jobs within the grant's timeframe.

2.4 What Is the Process for Evaluating and Selecting Competitive Grant Applications?

Refer to SGA/DFA 03-114, Section IV(A)(B), "Review Process" and "Rating Criteria."

A panel of reviewers will review and rate proposals in accordance with the rating criteria highlighted below. The panel will then forward its recommendations to the U.S. Department of Labor, Employment and Training Administration's Grant Officer, who will make the final decision to select the proposals that will receive H-1B funding. You will receive notification of your proposal's status by mail within approximately 8-10 weeks after the solicitation deadline of September 22, 2003.

Note that this is a competitive grant process. Meeting the minimum requirements (as set forth in the SGA) does not guarantee that your proposal will be accepted for funding.

The following criteria and point system are universally applied to ensure that proposals are evaluated in a consistent and objective manner. The specific requirements for each criterion are discussed in SGA-DFA 03-114 and in Section 5 of this Applicant's Guide.

Statement of Need	10 Points
Level of Training and Service Delivery Strategy	25 Points
Target Population	10 Points
Sustainability	15 Points
Linkages with Key Partners	15 Points
Outcomes, Management, and Cost Effectiveness	25 Points
Total Possible Points	100 Points

2.5 What Are the Requirements for Administering H-1B Funds?

Refer to SGA/DFA 03-114, Section II, "Requirements."

If you receive a grant, you must follow certain statutory requirements pertaining to the use of H-1B funds, some of which apply generally to federal grants and some of which are specific to H-1B grants. In order to understand the administration and management issues associated with H-1B funds, you are encouraged to review the sections of SGA/DFA 03-114 that describe these requirements, as well as any documents referenced in these sections, before planning your project and writing a proposal. The following types of H-1B requirements are described in more detail in SGA/DFA 03-114:

- Section II(B)(1), "Administrative Requirements/General" – This section of the SGA highlights the general requirements pertaining to OMB Circulars, as well as the governing regulations and guidelines for H-1B grant funds.

- Section II(B)(2), "Administrative Requirements/Administrative Costs" – This section stipulates that administrative costs may not exceed 10% of the H-1B grant. Reference information related to administrative cost definition is also included.

- Section II(B)(3), "Administrative Requirements/Start-Up Costs" – While H-1B grant funds may be used to cover start-up costs, there are limitations and specific criteria regarding the extent to which grant funds may be used for this purpose. Generally, the limit is between 5% and 10% of the H-1B grant. This section of the SGA defines the specific criteria related to start-up costs.

- Section II(C), "Reporting Requirements" – Projects that are awarded H-1B grant funds accept the responsibility to comply with the reporting requirements outlined in this section of the SGA. Generally, the reports include Quarterly Financial and Progress Reports.

- Section II(D), "Evaluation" – Applicants must commit to participation in project evaluation activities initiated by DOL. The evaluations serve as a vehicle for sharing best practices and for determining overall project and program effectiveness.

- Section II(E), "Matching Funds" – Business-Led H-1B grant applicants must demonstrate the ability to generate matching funds equal to 100% of the H-1B grant. The cash/in-kind matching requirement may be shared among project partners. However, at least 50% of the match must be contributed by the businesses or by the business-related nonprofit organizations involved. This section of the SGA provides detailed information regarding matching fund requirements.

2.6 What Is the Workforce Investment System and How Can It Benefit My Project?

The U.S. workforce investment system is comprised of state and local Workforce Investment Boards that provide strategic oversight for workforce development efforts, which are funded through a variety of public funding streams as well as through private resources. Business representatives make up a majority of each Board's members.

Local Workforce Investment Boards (WIBs) also oversee the One-Stop Career Centers within their local areas. The One-Stop Career Centers, which go by a variety of names in local use, are the focal point of the workforce investment system, supporting the employment needs of job seekers and the human resources needs of business. One-Stop Career Center services include:

- Recruiting and screening workers
- Training that supports the human resource needs of business, as well as pre-employment, incumbent worker, apprenticeship, on-the-job, and customized training
- Information about wages and employment trends, as well as national comparisons
- State demographic and economic information
- Office space for on-site screening, interviewing, and training.

As an applicant for a Business-Led H-1B Technical Skills Training Grant, you are encouraged to connect with local and state WIBs to access resources and services that may supplement or enhance your proposed project. These resources and services may include:

- Recruitment assistance and support services for unemployed trainees
- Project planning
- Establishing linkages with potential partners and information sources
- Proposal development
- Administration and management of H-1B funds
- Local area expertise, knowledge, and/or contacts
- Ideas for additional funding to support the project.

A list of the workforce boards in your area can be found at http://www.nawb.org/asp/wibdir.asp.

Section 3
Planning Checklist

The process for developing a winning proposal begins long before the actual writing and preparation of the document. Assuming that you have already identified a specific need for H-1B funds, taking the steps below may help you use your time more efficiently and manage the development of your proposal.

1. Pay special attention to the "Principles of Business-Led H-1B Technical Skills Training Grants" and "DOL Policies and Emphases," described in SGA/DFA 03-114, Sections I(B) and I(C). Clear articulation of how your project supports these concepts will strengthen your proposal.

2. Convene partners to obtain input on how the project should be crafted. Obtaining early buy-in from partners and other interested stakeholders is extremely important. This type of participatory process provides interested parties with the opportunity to express needs and help shape the overall project. Partner planning meetings provide the opportunity to:

    - Identify the lead entity and identify proposal development staff.

    - Develop the project concept and identify training needs. For trade associations, a survey of your membership can measure use of H-1B workers, training needs, interest in participating in the project, willingness to commit to paying worker wages during training, and willingness to undertake other financial match commitments.

    - Identify your target population.

    - Develop a project model—a short description of the "who," "what," and "how" of your proposed project.

    - Develop an Executive Summary for use in promoting and soliciting support for the project.

    - Develop a Memorandum of Understanding (MOU) that establishes the project, its partners, and their commitment to sustain the project.

3. Develop an outline for Part II of your proposal, referred to in the SGA and this guide as the Technical Proposal section. In determining how to allocate space to the various required components, consider the relative weight given to each component in the Rating Criteria. For example, you may wish to allocate more pages for the components

that are worth more points. You are also encouraged to order the components of your Technical Proposal in the same order as they are presented in the Rating Criteria.

4. Review the grant application requirements and develop a timeline for completion. Use the deadline for submission as a starting point for developing the timeline and work backward to create a schedule. Distribute the timeline to all partners and proposal development staff. Creating a timeline can help the planning team designate and maximize available staff resources and work more efficiently to prepare a proposal.

5. Use direct contact with prospective financial partners to obtain commitments for matching funds. Your draft Executive Summary can serve as a reference piece for this conversation.

6. Research the information you will need to develop your proposal. Gather and organize the relevant data in preparation for writing your proposal. To the extent possible, data used should represent only the geographic area covered by your proposal. In some cases, a comparison to regional or national data may help to strengthen the various sections of the proposal.

7. Obtain commitments from business partners to hire or promote program graduates and to provide internship and on-the-job training opportunities. These types of commitments strengthen linkages and partnerships and demonstrate that businesses have a vested interest in the project.

8. Consult with local and/or state economic development agencies, workforce boards, labor departments, and chambers of commerce. These entities have a good base of knowledge about local labor market needs, regional training efforts, DOL grant administration, One-Stop capabilities, and training providers that will contribute to the development of your project.

9. Consider engaging small businesses (those with fewer than 100 employees) as partners. A partnership of regional employers to train workers in the same occupations may increase the pool of skilled workers for all employers and reduce the cost of training. The legislation creating the H-1B program specifies that consideration will be given to any partnership that involves and directly benefits more than one small business.

10. Consider including faith- and community-based organizations as partners. These types of organizations may provide assistance in promoting the project, recruiting prospective trainees, and providing support services to unemployed trainees.

Section 4
Application Requirements for
Part I: Budget and Other Required Forms

Refer to SGA/DFA 03-114, Section III(B), "Submission of Proposals" and the appendices referenced below.

Your proposal will consist of two parts. Part I is referred to in this Applicant's Guide as "Budget and Other Required Forms" and is described in this section. Part II is referred to as the "Technical Proposal" and is described in Section 5 of this Applicant's Guide. Part I and Part II must be submitted simultaneously, but as separate documents.

The three components you must include in your proposal for Part I: Budget and Other Required Forms are:

- Standard Form (SF) 424, "Application for Federal Assistance" (SGA/DFA 03-114, Appendix C).
- Budget Information Form (SGA/DFA 03-114, Appendix D). See SGA/DFA 03-114, Section III(B), and "Submission of Proposals" for specific guidelines regarding this form.
- Project Profile Information Form (SGA/DFA 03-114, Appendix E).

Section 5
Application Requirements for Part II: Technical Proposal

Refer to SGA/DFA 03-114, Section III(B), "Submission of Proposals" and Section IV(B), "Rating Criteria."

Part II of your proposal is referred to as the "Technical Proposal." The components of the Technical Proposal are:

- Executive Summary
- Timeline
- Statement of Need
- Level of Training and Service Delivery Strategy
- Target Population
- Sustainability
- Linkages with Key Partners
- Outcomes, Management, and Cost Effectiveness
- Attachments

This section of the Applicant's Guide discusses the purpose of, and provides general information about, each component of your Technical Proposal. For selected components, you will also find hypothetical application examples and/or tips for developing a particular component.

See SGA/DFA 03-114, Section III(B), "Submission of Proposals" for specific information about page limits and other requirements for Part II.

5.1 Executive Summary

Refer to SGA/DFA 03-114, Section III(B), "Submission of Proposals."

Purpose and General Information

The Executive Summary gives readers an overview, or snapshot, of the most important aspects of your proposal. It may not exceed two pages and does not count toward your 25-page limit for Part II: Technical Proposal.

A good Executive Summary identifies who you and your partners are and highlights the roles and contributions of each partner. It also provides an overview of the need and purpose for

your project, the target population, your planned goals and outcomes, and the strategies you will use to deliver H-1B skill level training.

In addition to its inclusion in your proposal, the Executive Summary also serves as a marketing tool for engaging partners and promoting your project to other stakeholders. To best serve its purpose, an Executive Summary should be succinct. Avoid jargon, long sentences, and generalities.

5.2 Timeline

Refer to SGA/DFA 03-114, Section III(B), "Submission of Proposals."

Purpose and General Information

The timeline should detail all of your project's components that will occur within the three-year grant term. There is no page limit for the timeline, and it does not count toward your 25-page limit for Part II: Technical Proposal. One to two pages are probably sufficient to show dates for your project's major milestones.

Your timeline should be included in the "Level of Training and Service Delivery Strategy" section of your proposal. An example of a timeline for a hypothetical project is included in Section 5.4 below, as "Chart 1: AB Consortium Activities Timeline."

Tips for Developing a Timeline

- Focus on major milestones such as project start-up, outreach/recruitment, commencement of training, completion of training, periodic self-evaluation, etc.
- You may use either actual dates (e.g., "January 1, 2004") or date descriptions (e.g., "Month 16").
- Your timeline should cover the entire period of your proposed project (three years maximum). While a one-year extension is possible, this will be decided on a case-by-case basis and should not be included in your timeline.

5.3 Statement of Need

Refer to SGA/DFA 03-114, Section IV(B)(1), "Rating Criteria/Statement of Need."

Purpose and General Information

This component can receive up to 10 out of 100 total available points during the review process.

The Statement of Need should demonstrate that you have a broad understanding of H-1B level skills gaps in the geographic area(s) covered under your proposal, show how your proposal will address those skills gaps through targeted training activities, and provide evidence that job opportunities are available to trainees that are commensurate with the types and levels of training provided. For that reason, applicants are encouraged to engage with their partners in a comprehensive local and regional planning process that will examine how the project can help alleviate the skills shortage in the targeted area.

In your Statement of Need section of the proposal, you may provide examples of difficulties encountered by the partners or employers in the area in finding workers with H-1B level education and experience. You may want to state whether the partners presently employ H-1B visa holders in these occupations and, if applicable, how many they employ. Make this information specific to the H-1B occupations for which training will be provided. If company-specific H-1B data is not available, use local or regional H-1B data for the relevant occupations.

Consider the following when developing your Statement of Need:

- Summarize the skills gap problem and its proposed solution in clear, succinct terms. Introduce the project's partnership and the role it assumed in identifying the specific H-1B training needs. Describe the H-1B skill levels that the project will address in order to meet these training needs.

- Give evidence of demand within the partner companies and other local companies for workers in specific occupations or with specific skills (the same occupations and skill levels for which you propose to train). If applicable, you may give evidence that companies have been unable to fill these positions with U.S. workers. Evidence may include want ads, use of H-1B workers, or state or local workforce reports. You may want to give evidence of expected future growth in demand for these occupations or skills and show how that demand is unlikely to be met by the present local workforce. Evidence could be projections of company hiring needs or state, local or trade association workforce projections.

- Give a brief, general description of the geographic area(s) and political jurisdiction(s) included within the boundaries of the project.

- Using demographic and economic data, describe the profile of high skill workers in the area, as well as the industry/business sectors that hire workers at the H-1B level. Include a discussion of the area's business environment relative to declining and emerging occupations, skill needs at the H-1B level, and the numbers of H-1B workers by occupation.

- Give demographic data on the education level of the local workforce, such as percent of population with high school degrees and college degrees.

- Summarize relevant local labor market information, which may include a skill shortage analysis that identifies the current need for H-1B visa workers. You may wish to include a discussion of how the proposed project will reduce reliance on H-1B workers and increase the number of high-level employment opportunities for U.S. workers.

- Provide specifics about partners and other companies using the H-1B visa program.

- Your proposal must include an explanation of the factors, such as geographic considerations, that make it impractical to apply for training funds as part of a local WIB/Business Partnership. As an example, the Business-Led Partnership may be on a national, multi-state, regional or rural area basis, thus making it infeasible to participate in a WIB/Business Partnership.

Abbreviated Application Examples for the "Statement of Need" Section

The following examples are not intended to be prescriptive, but rather to illustrate how some aspects of the "Statement of Need" could be described in an application. These examples should not be viewed as fully responsive to the SGA rating criteria for the "Statement of Need" section. They are abbreviated versions, and you may need to provide considerably more detail in an actual application. Note also that you will see references to Tables and Charts that are not included in the hypothetical examples presented here. It is important to understand that the exact language of the examples provided in this guide should not be used as a template for your application. The language illustrates one kind of approach to providing what the original SGA is seeking, not the only approach or the way it must be done.

Example #1:

Alpha Auto Parts Manufacturing (Alpha) and Bravo Biomedical Instruments (Bravo) are entering into a partnership called the AB Consortium to apply for H-1B Business-Led Partnership training funds. Alpha's headquarters and Bravo are located in Card City, Any State. Both companies produce high-tolerance devices and are hampered by the lack of available high skilled personnel needed to meet increased demand. The companies agreed that they needed to upgrade their current engineering staff to maximize productive potential and that they could form a partnership with Delta University's

Graduate School of Engineering. Since Alpha has 10 manufacturing plants located throughout the United States that will participate in this project, the AB Consortium decided not to apply through a local Workforce Investment Board (WIB). However, the Card City WIB endorses this proposal (letter attached).

Alpha is a medium-size precision parts supplier to the automotive industry, employing 500 people at the Card City plant and approximately 300 employees at each of its ten satellite plants (see Chart 1). Approximately 10% of Alpha's employees at each plant are engineers holding degrees in mechanical, advanced manufacturing and computer engineering. Because of difficulty in finding workers with skill levels to fill these positions, Alpha employs 10 H-1B visa engineers at the Card City facility and an average of five H-1B visa engineers at each satellite plant. Approximately 17% of Alpha's engineers hold H-1B visas. All H-1B engineers have specialized degrees in advanced manufacturing technologies or computer engineering. Alpha projects that it will need to hire 20 more engineers in the next five years and that 20% of its incumbent engineers will need additional training to stay current in new technologies. Alpha wants to forestall the need to hire more H-1B engineers by training and promoting incumbent workers who presently work at lower occupational levels, but who have demonstrated a capacity and willingness to undertake additional training.

Bravo supplies hospitals with one-time use devices for micro-surgical procedures. Bravo employs 45 persons, five of whom are engineers with specialties in advanced manufacturing and/or information technology fields. Bravo projects at least a 40% growth in production over the next five years to meet increased use of micro-surgical procedures in U.S. hospitals. Bravo has had no success in recruiting experienced engineers in advanced manufacturing during the past eight months. At this time, Bravo does not employ any H-1B visa employees.

In addition to training Alpha and Beta employees, the project will recruit and train 22 unemployed engineers and commit to placing at least 13 of them upon completion of training. Regional Labor Market Information from the State Labor Department (see Attachment A) shows that experienced engineers in advanced manufacturing are in high demand and that this is the highest growing occupation in Card City. Information technology workers with specific up-to-date skills are also in high demand and are the third highest growing occupational category in the area. In addition, these shortages are demonstrated by want ads posted by both companies (see samples in Attachment A) and by other employers on the local and national trade association Web sites, as well as on Monster.com and America's Job Bank (see Attachment A). A review of the Card City Daily News classified section on Sunday, March 23, 2003 shows listings for 36 engineers with advanced manufacturing experience and 78 computer programmers and software engineers.

Demand is also clear in the number of H-1B visas approved for the region. U.S. Department of Labor statistics show 670 H-1B petitions approved for the Card City region, 480 of which are for software, electrical, and computer hardware engineers and systems analysts in IT fields and advanced manufacturing (see Table 2). Finally, demand for these occupations can be inferred from the average salary for these fields, which is approximately 20% higher than the national average (according to the Bureau of Labor Statistics' Occupational Employment Survey).

The general business climate for the Card City Standard Metropolitan Statistical Area (SMSA) had been a declining, mature industrial base until the growth of the precision instrumentation industry began in the 1990s. The current unemployment rate is 4.3% well below the national average. Although the State Workforce Commission forecasts that overall job growth for the Card City area will be at a slower rate than in the 1990s, it will still increase by approximately 18%, or 40,000 jobs, by 2010 (see Table 3). A significant portion of this growth is projected for skilled workers in engineering, engineering technology, and information technology. The AB Consortium recognizes that they will be competing for the same pool of available workers as the other precision toolmakers in the Card City area and anticipates that if the program has any measure of success, it could be a partial solution for other companies that may wish to join the consortium in the future.

Example #2:

This proposal is the response of Unity Computers (Unity), a national IT company, and the American Association of Software Developers (AASD), a trade association of 2,600 small and medium-size IT companies, to a need for highly skilled IT workers. In 2001, the Immigration and Naturalization Service (INS) issued more than 170,000 H-1B visas for computer systems analysts and programmers, and 191,397 for all computer-related occupations.[4] This number is more than half of the total number of visas approved by the INS in 2001. The shortage affects IT companies across the United States, regardless of size. This proposed project hopes to address this critical shortage in the domestic workforce and to minimize reliance on foreign workers in the future. It should be noted that even in this time of slowed economic recovery, the DOL occupational growth estimates for 2000-2010 predicts a 28% growth in demand for IT specialists through the next seven years.[5] While the pool of available IT workers has increased due to layoffs, employers still have trouble finding workers familiar and experienced with the latest software and technologies. In addition, a recent AASD member survey indicates a strong need among member companies for workers with these skills of H-1B visa holders (see attachment). After reviewing the survey results, Unity contacted AASD to discuss partnering in this project.

Unity currently employs 470 H-1B workers as software engineers, systems analysts and programmers, and network engineers at its facilities in seven states. These are the same occupations in which Unity intends to train its incumbent workers under this grant. AASD members who are located in the same locale as the seven Unity facilities report that they have collectively hired almost 700 H-1B workers, primarily as software engineers, systems analysts and programmers, and database engineers and developers. The AASD companies have commented that it was more cost effective to hire foreign workers to fill critical slots than to undertake in-house training for the few workers each company might need. These are the same occupations in which the AASD companies intend to train their incumbent workers. Table 1 has a breakout of H-1B hires in the seven regions.

Unity currently budgets over $20 million in release time salaries and direct training costs to provide upgrade training. This grant would allow Unity to expand its training to more U.S. workers. Since this

[4] *Report on Characteristics of Specialty Occupation Workers (H-1B): Fiscal Year 2001*. Immigration and Naturalization Service, 2002.
[5] Bureau of Labor Statistics, Office of Employment Projections; www.acinet.org/acinet/oview1.

proposal is national in scope, involving Unity facilities in seven states and AASD member companies in those same seven regions, it was not practical to apply for funds as part of a local WIB/Business Partnership.

Tips for Developing the "Statement of Need" Section

- You are encouraged to survey other employers in your area about their skills shortage needs and use of H-1B visa applications.
- Gather, analyze, and summarize relevant data. Ensure that the data supports the need for your proposed H-1B training project as expressed in the Statement of Need. As an example, demographic and economic data should be presented for workers at the H-1B skill level only.
- A number of Web sites that may be helpful in researching economic and labor market data and H-1B information are referenced on the DOL, ETA, H-1B Web site at http://www.doleta.gov/h-1b.
- Identify, to the extent possible, the specific skills needed.
- Citing sources validates and lends credibility to the information presented in the proposal. When citing Web sites, include the Web site name, sponsoring organization, and complete URL. You may include citations as footnotes.
- Use charts and graphs to depict data where appropriate. In doing so, provide supporting narrative to emphasize/highlight important information or facts. As an example, the applicant may compare local statistical information to regional or national data if such a comparison strengthens the need for the project.
- Do not include data or information that is not directly relevant to your overall project.

5.4 Level of Training and Service Delivery Strategy

Refer to SGA/DFA 03-114, Section IV(B)(2), "Rating Criteria/Level of Training and Service Delivery Strategy."

Purpose and General Information

This section can receive up to 25 out of 100 total available points during the review process.

One of DOL's primary focus areas in awarding H-1B grants is to ensure that proposed projects include high level skills training in H-1B level occupations. Since a major objective of H-1B Technical Skills Training Grants is to reduce dependency on skilled foreign workers in specialty occupations, DOL believes that increased priority is needed in occupations that are largely reflected in issued H-1B visas as well as in provisions of the American Competitiveness in the Twenty-first Century Act of 2000 (ACWIA 2000), which authorizes the H-1B program. These priority occupations include higher levels of computer science and information technology, architecture, engineering, surveying occupations, biotechnology, biomedical research and manufacturing, and advanced manufacturing technology.

In planning the training and service strategy, emphasis should be placed on using or developing industry-recognized skill standards by which competency and skill attainments can be measured and documented. Universally accepted industry skill standards may be valuable in terms of identifying the specific training needs for your project's targeted H-1B occupations. Using these standards also affords H-1B level U.S. workers more employment options by making their skills transferable throughout the marketplace.

- The "Level of Training and Service Delivery Strategy" section of the proposal details the education and training that your project will use to move trainees into H-1B level jobs or maintain their skills at the H-1B level. When schools or vendors are used for training, you should show how the courses offered will train participants to achieve the high skill levels of current H-1B visa holders. When many different courses or training modules are involved, an attachment should detail how many people are taking each different module and each trainee's education and experience level before training. If a trade association is the applicant, the proposal should list all the member companies that are already committed to the training program, even if the association will continue to recruit more companies during the life of the grant. Describe your project's overall service delivery strategy, including courses/programs, training/education provider information, and the methods of training delivery.

- You are encouraged to utilize innovative training delivery options, such as distance learning, flexible schedules, etc.

- Identify how the courses/programs connect to the H-1B skill levels and occupations highlighted in the Statement of Need.

- Identify the process for determining the specific training needed for the trainee to achieve the prescribed H-1B skill level. If career ladder training is planned,[6] ensure that the trainees selected will complete the highest rungs of the ladder (H-1B level training) before the conclusion of the project.

- If you are proposing an upgrade training project for existing employees, identify the participating businesses, and state whether training occurs during regular work hours and whether trainees will be paid while they are training. Identify any other specifics that demonstrate employer commitment.

- Identify and discuss the mechanism(s) your project will use to measure and document H-1B skill level training attainment and skill upgrade. Include the type of degrees/certificates as well as the recognition authority. Note: Certificates of Completion that do not validate competency/skill attainment are not acceptable. Examples of acceptable certifications include, but are not limited to, Microsoft Certified Systems Engineer, Cisco Certified Network Professional, Oracle Certified Professional, Red Hat Certified Engineer, and Sun Certified Programmer for Java Platform.

- Describe how you will promote the training program to other stakeholders, if you think you may expand the program to more businesses, community groups, educational institutions, or state and local government agencies. You may describe how your training program fits into other workforce or economic development efforts in the region.

- Discuss how you will identify and recruit eligible candidates for training. The recruitment of unemployed workers may be facilitated by local One-Stop Career Centers. These centers may provide recruitment assistance in the form of advertising, prescreening, and assessment of background and skill levels.

- The timeline required in the SGA (Section III(B), "Submission of Proposals" and discussed above in Section 5.2 should be included in the "Level of Training and Service Delivery" section of your proposal.

Abbreviated Application Examples for the "Level of Training and Service Delivery" Section

The following examples are not intended to be prescriptive, but rather to illustrate how some aspects of the "Level of Training and Service Delivery" could be described in an application. These examples should not be viewed as fully responsive to the SGA rating criteria for the "Level of Training and Service Delivery" section. They are abbreviated versions, and you may

[6] For more information on career ladders, see SGA/DFA 03-114, Section I(B), on "Qualified Target Population" and Section IV(B)(2), "Level of Training and Service Delivery Strategy."

need to provide considerably more detail in an actual application. Note also that you will see references to Tables and Charts that are not included in the hypothetical examples presented here. It is important to understand that the exact language of the examples provided in this guide should not be used as a template for your application. The language illustrates one kind of approach to providing what the original SGA is seeking, not the only approach or the way it must be done.

Example #1:

Participating mid-level engineering staff at Alpha and Bravo will receive academic and hands-on upgrade training to meet current and near-future skill shortages. Workers will be informed of training opportunities through e-mails, company newsletters, notices posted near elevators, and by supervisors. Selection criteria will require a bachelor's degree in engineering, mathematics, or computer science; at least five years of experience; and the capacity and willingness to continue a formal education process. Interested employees will be assessed and selected for training by their supervisors based on the above criteria and on the needs of the company. Under this program, Alpha will train 15 engineers from its headquarters, and five each at its 10 satellite plants. Bravo will train three incumbent workers. In addition, 22 unemployed engineers, who will be recruited through local One-Stops and want ads, will be accepted into the program.

Delta University has entered into a Memorandum of Understanding (MOU) with AB Consortium to update the skills of engineers from both companies in "state of the profession" courses. The targeted occupations being trained for include senior manufacturing engineer, advanced software engineer, and senior managing engineer. The proposed training will be conducted both in-plant, with the assistance of the Delta Graduate School of Engineering faculty, and at Delta's Materials Testing Labs. The courses will cover recent developments in the engineering field generally, as well as specialty engineering courses for the manufacture of high-tolerance products. This curriculum will be drawn from Delta's Engineering School course offerings and will provide a survey of the latest theories and best practices for engineers who have been out of school for five or more years. The advanced manufacturing curriculum will be tailored to CAD and CNC development, Certificate in Plastics Manufacturing, Computer Simulation and Visualization, Advanced Process Controls, and production techniques. Curriculum and certificates meet nationally recognized industry standards, as described in Appendices B and C.

Participating employees will be given release time to attend classes both on-site and at the laboratory. Their wages will be paid while they are in training. All training costs will be covered by the grant and will not cost the trainees anything. Lectures and lab classes will be made available to Alpha's satellite plants through interactive computer and television modes transmitted to dedicated classrooms at each plant. Alpha has agreed to remodel and equip each satellite classroom with necessary equipment for participants to gain hands-on experience. Bravo employees, and selected participants who are not Alpha or Bravo employees, will be able to access the lecture portion of the training, either on-line or at a Delta classroom. (See Target Population Section for details concerning unemployed engineer participants.)

Alpha commits to hire ten unemployed engineers upon their completion of the Delta program, while Bravo commits to hire three. These companies may hire more, depending on the trainees' qualifications

and on business conditions at the time. Unemployed engineer participants will receive support services, such as childcare and transportation subsidies, through the local One-Stop Career Center if they are eligible for such services. All participants will have access to the academic training through interactive computer programs if they are unable to attend the classes. Academic counseling by Delta staff will also be available. Alpha and Bravo have committed to providing mentors to the unemployed engineers in training. Successful completion of the Delta program will provide graduates with transferable graduate-level course credit. (See Appendix A for academic topics in the state-of-the-curricula. See Appendix B for course offerings in advanced manufacturing, mechanical engineering, and computer science. See Appendix C for hands-on training for Alpha and for Bravo, as well as the specific certifications that participants will receive upon completion of training. The number of incumbents from each company and unemployed workers receiving specific training is detailed in each appendix.)

Chart 1:
AB Consortium Activities Timeline

Months 1-4	**Months 5-8**	**Months 9-12**	**Months 3-16**	**Months 17-20**	**Months 21-24**	**Months 25-28**	**Months 29-32**	**Months 33-36**	**Months 37-40** (1)
▪ Course 1 develop-ment (2) ▪ Participant outreach, selection, and enrollment for Cycle 1	▪ Course 2 develop-ment (2) ▪ Participant outreach, selection, and enroll-ment for Cycle 2	▪ Course 3 develop-ment (2) ▪ Participant outreach, selection, and enroll-ment for Cycle 3	▪ Course 4 develop-ment (2) ▪ Participant outreach, selection, and enroll-ment for Cycle 4	▪ Course 5 develop-ment (3)	Review/ Evaluation format				
Cycle 1 (4)	Course 1	Course 2	Course 3	Course 4	Course 5	Evaluation			
Cycle 2 (4)		Course 1	Course 2	Course 3	Course 4	Course 5	Evaluation		
Cycle 3 (4)			Course 1	Course 2	Course 3	Course 4	Course 5	Evaluation	
Cycle 4 (4)				Course 1	Course 2	Course 3	Course 4	Course 5	Evaluation

NOTES:

(1) Out months 37-40 at no cost to complete evaluation and final reports.

(2) Courses #1, 2, 3, and 4 at Delta Graduate School of Engineering: Survey, Materials Testing, Advanced Manufacturing, Advanced Center Model.

(3) Specialized course for Alpha and Bravo incumbent employees and new hires at plant sites, with Delta Graduate School of Engineering faculty assistance.

(4) Each cycle comprised of 10-15 students at the Delta Graduate School of Engineering and 10-15 distance-learning students at Alpha satellites.

Example #2:

Unity and AASD are entering into an agreement whereby Unity will provide a wide range of technical and IT skills at the post-baccalaureate level in a variety of teaching formats to participating AASD companies. The partners anticipate that upgrading the technical skills of the incumbent work force will result in longer-term employee retention and forestall the need to hire H-1B workers. Although Unity is currently investing in a program to upgrade part of its workforce, it is unable to fund all of the necessary training to address its national skills shortages. The grant will allow Unity to make 500 additional training slots available. Some AASD companies provide in-house upgrade training, but they lack the critical mass necessary to take advantage of practical economies of scale. AASD has commitments from 140 of its member companies that are located in the same regions as the seven Unity facilities to train a total of 1,400 incumbent workers for these advanced skill occupations. Attachment 2 lists the 140 AASD companies, grouped by region with the Unity facilities, and shows the number of incumbent workers from each company that will be trained. In addition, AASD anticipates that it will recruit several more companies from its membership during the first 18 months of the program and enroll an additional 100 incumbent workers in the program.

The partners will take the following steps to help close the skills gap in high tech IT occupations:

1. *Unity will build on its current training programs to develop a wide range of high tech IT skills courses at the graduate level for software engineers, software quality analysts, systems analysts, programmers, network engineers, database administrators, and systems architects and engineers. The courses will use a wide variety of teaching formats, including classroom learning, distance learning centers, online courses, and interactive CD-ROMs. Each training module will conform to the U.S. Department of Labor's O*Net system, which defines the amount of time and knowledge needed to perform specific jobs. Since each worker will enter training with a different skill set, a trainee's supervisor will develop an individual training plan for each worker. See Attachment 3 for a list of courses available, a brief description of what each course covers, and the certifications that will be achieved by trainees, where applicable. These courses have been grouped into general subject areas. Attachment 3 also details the anticipated number of trainees taking each group of courses. These programs will be made available to participating AASD companies. The skills being taught are the same ones specified for the H-1B workers who have been hired or are skills the company foresees will be needed for future business.*

2. *Workers in both Unity and AASD companies will be made aware of training opportunities by their supervisors, association newsletters, and company web sites. Trainees will be selected based on job assignment, annual performance evaluations, supervisor feedback, and company needs. Supervisors will work with trainees to develop an individualized training plan. A bachelor's degree in engineering or an IT area, or an associate's degree in engineering or an IT area with a minimum of four years experience, will be the minimum qualification for training. Training courses will be drawn from those listed in Attachment 3. Supervisors will assess the employee's program to insure that each trainee's computer aptitude is sufficient to complete the training courses.*

3. *Each participating company will pay its trainees for time released for training and allow flexible work schedules to accommodate training, although it is expected that some of the IT training will be*

undertaken on nights and weekends on the employees' own time. The training costs will be covered by the grant, so trainees will have no out-of-pocket expenses. The employer will pay the costs of certification testing.

4. *Each participating company will track, report, and monitor outcome measures, including certifications.*

5. *Where feasible, participating companies may utilize additional training formats, including classroom training, through the use of providers on the WIA Eligible Training Providers list.*

6. *Unity will provide training opportunities for 500 employees. AASD has identified 1,400 employees from member companies to participate in the proposed training. (See Attachment 2 for a list of participating Unity facilities and AASD companies, with the number of employees who will receive training from each company.) AASD will continue recruitment from its membership and anticipates enrolling another 100 incumbents during the first 18 months of the grant.*

7. *Since much of the training will be through online courses or interactive CD-ROMs, participants will be able to access them using personal computers. Experience has shown, however, that some courses are more effectively taught in a classroom setting. These courses will be accessed through participating community colleges, technology schools, specific training vendors, distance learning labs, and closed-circuit television modes. The partners have agreements with a number of local colleges with whom they have worked in the past and have reached agreements to use their facilities where appropriate. Attachment 4 contains a list of the participating training sites and courses offered at each site.*

Tips for Developing the "Level of Training and Service Delivery Strategy" Section

- Use charts and graphs to depict data/information where appropriate. As an example, course and training provider information may be displayed using a chart or matrix. If using this method, provide supporting narrative where appropriate to further explain training course/program information.

- Include letters of commitment from partners (especially business partners) that highlight their specific role in planning the proposed project and identifying the proposed training. Do not include letters that are written in general terms.

- O*NET OnLine, at http://online.onetcenter.org, may be a useful tool in helping to determine training needs.

5.5 Target Population

Refer to SGA/DFA 03-114, Section IV(B)(3), "Rating Criteria/Target Population."

Purpose and General Information

This section can receive up to 10 out of 100 total available points during the review process.

The U.S. Department of Labor places emphasis on the high skill and education levels required for H-1B trainees. It is important to remember that foreign workers coming to the United States under the H-1B visa program are exceptionally well-educated. Ninety-eight percent have at least a bachelor's degree and many have a master's, doctorate, or professional degree in addition. In order to fulfill the goal of the ACWIA 2000 legislation to train U.S. workers to replace H-1B visa holders, it is imperative that the H-1B Technical Skills Training Grant Program train participants to comparable levels of high education. This requirement ensures that trainees are prepared for high skill level training and can be placed or upgraded to a higher position in H-1B occupations within the three-year grant period.

The Target Population section of the proposal identifies who will be trained and details the education and experience level of your proposed project's trainees. Unemployed individuals and incumbent workers who are U.S. citizens or immigrants authorized to work in the United States may be served under the H-1B Technical Skills Training Program. Prospective candidates include individuals who have the education and skill levels that will allow them to be upgraded to H-1B level jobs within the grant's timeframe.

It is anticipated that businesses will select workers to participate who have shown the capacity and willingness to attain higher skill levels. If your project includes unemployed trainees, appropriate testing and assessment will help to ensure that these participants have the necessary education and skills to be successful in the program. Your local One-Stop Career Center may be able to provide recruitment and assessment support for unemployed trainees.

- Identify the number of incumbent and/or unemployed workers who will receive training under your project. Include the rationale for selecting the target population.

- Provide an overview of the process, including an assessment process, that will guide the selection of trainees for your proposed project.

- Identify the minimum skill and education levels required for the program. In addition, discuss how the project will ensure that prospective candidates meet these requirements and demonstrate the capacity to successfully complete the program and assume H-1B skill level jobs.

Abbreviated Application Examples for the "Target Population" Section

The following examples are not intended to be prescriptive, but rather to illustrate how some aspects of the "Target Population" could be described in an application. These examples should not be viewed as fully responsive to the SGA rating criteria for the "Target Population" section. They are abbreviated versions, and you may need to provide considerably more detail in an actual application. Note also that you will see references to Tables and Charts that are not included in the hypothetical examples presented here. It is important to understand that the exact language of the examples provided in this guide should not be used as a template for your application. The language illustrates one kind of approach to providing what the original SGA is seeking, not the only approach or the way it must be done.

Example #1:

Alpha has identified 15 candidates from the Card City facility and 5 candidates at each satellite plant to participate in the program. Each candidate has at least a bachelor's degree in engineering or mathematics. Bravo has identified three candidates for the program, each of whom has a B.S. degree. The candidates understand that they will be salaried during release time for training, but that any additional time devoted to study, homework, or class preparation will not be paid time, but will represent the participant's commitment to the program.

A number of major plant closings in the Card City Standard Metropolitan Statistical Area (SMSA) have created a pool of professional production and design staff who possess basic engineering knowledge and skills. This pool of available talent could be used to meet Alpha's and Bravo's anticipated needs, provided they can get additional academic and hands-on training. Twenty-two of these unemployed engineers will be accepted into the program, recruited from local One-Stops and via online job sites.

Unemployed participants in the Delta program must meet admission requirements for the Graduate School of Engineering. In addition, they will be assessed for employability and skill level by one of the employer partners and enrolled at their local One-Stop Career Center to receive additional services. These individuals will attend Delta at no cost and will be provided all necessary text materials. Unemployed participants understand they may be offered employment opportunities at Alpha or Bravo but are not guaranteed such offers.

Example #2:

The target population for this project is incumbent workers from Unity and AASD member companies. Under the proposed grant, approximately 2,000 incumbent workers will receive upgrade training. The target number was arrived at after careful analysis of companies' projected current and near-term hiring needs.

The incumbent workers will be selected on the following criteria: job classification, performance evaluations, and supervisor assessment as to their high probability of success. All participants will have a bachelors' degree, or an associate degree with at least four years of experience at the participating company. All incumbent workers will be employed in information technology occupations. This

proposal intends for these employees to either replace current H-1B employees at the expiration of their visas and/or preclude the need for their companies to hire foreign workers to meet future skill shortages.

Tips for Developing the "Target Population" Section

- Use charts and graphs to depict data/information where appropriate. As an example, projects that encompass training for multiple H-1B occupations may opt to graphically present information such as the occupation, skill level requirements, entry requirements, numbers of trainees, etc. The training process is also an area that may be best presented graphically.
- Do not propose an overly ambitious enrollment level. The number of trainees should be reasonable in terms of financial resource availability, the grant term, and the complexity of the training.

5.6 Sustainability

Refer to SGA/DFA 03-114, Section IV(B)(4), "Rating Criteria/Sustainability."

Purpose and General Information

This section can receive up to 15 out of 100 total available points during the review process.

The U.S. Department of Labor intends that local and regional partnerships and training activities sustain themselves over the long term. While financial resources are important, they are not the only component of sustainability. Sustainability is also created through the partnerships formed before and during the grant term, the training delivery systems put in place, and the experience gained through implementing an H-1B project. All of these should provide the foundation for developing long-term systemic solutions to the high technology skills shortage challenge for employers and workers in the area targeted by your proposal.

To assist your proposed project with planning for sustainability, a financial match equal to 100% of the funding request is required. This match requirement may be divided among the proposed project's partners. However, at least 50% of the match contribution must come from business partners. The match may not include Federal resources.

To be included in the match, a cost must be an allowable training cost that could conceivably be charged to Federal grant funds. The one exception is paid employee release time. Aside from this exception, if the cost cannot be charged to the grant funds, then it cannot be charged to the match either. Cash and in-kind contributions may be used for the match.

Involvement by local, regional, or state economic development or workforce organizations that includes funding commitments to sustain your proposed project demonstrates the ability to continue financing your H-1B training project after the grant ends. Another source of the financial match, as mentioned above, is paid employee release time. Under this scenario, employees in training funded by this grant or training that is directly related to this grant continue to be paid their normal wages/salaries.

- Summarize the original impetus for developing this project and explain how it helps to inform your sustainability strategy. Describe the specific strategies that will help you continue to meet your goals for the project beyond the period of federal financial support.

- Provide a detailed breakdown of partners, their match contribution, and the source of the match. Discuss your partnership's plans to leverage additional resources that will help to sustain the project.

- Describe the non-financial partnership activities that will contribute to project sustainability. This may include continued partnership with local or state WIBs after the project is over, promoting the project in the business community, and obtaining business commitments to hire or promote the training program's graduates beyond the federal grant period. Another example may involve the academic community's commitment to modify the curriculum used for the H-1B training as needs change in the marketplace.

Abbreviated Application Examples for the "Sustainability" Section

The following examples are not intended to be prescriptive, but rather to illustrate how some aspects of the "Sustainability" could be described in an application. These examples should not be viewed as fully responsive to the SGA rating criteria for the "Sustainability" section. They are abbreviated versions, and you may need to provide considerably more detail in an actual application. Note also that you will see references to Tables and Charts that are not included in the hypothetical examples presented here. It is important to understand that the exact language of the examples provided in this guide should not be used as a template for your application. The language illustrates one kind of approach to providing what the original SGA is seeking, not the only approach or the way it must be done.

Example #1:

Alpha and Bravo are committed to the continuation of their Engineer's Upgrade Program, because their economic viability depends on meeting domestic and foreign competition for their products. These two companies and Delta University have signed an MOU, since they foresee a need for continual training and retraining of their workforce. Alpha and Bravo have joined the State's Regional Economic

Development Council and are participating in a long-term study to integrate the region's workforce needs with the curriculum at regional scholastic institutions. Delta intends to use what it learns about employer needs from this program to update and improve its curriculum to benefit other employers in the region. The WIB will work with Delta to try to create other partnerships of employers that could use this same type of training. There has been initial agreement by representative unions in both companies to support the program as part of their collective bargaining agreement.

Alpha will equip dedicated areas at each plant site with production and testing equipment currently in use. The estimated cost for each learning center is $75,000, for an initial outlay of $825,000. The allowable depreciation cost of these expenditures over the seven-year useful life of the equipment is $117,857 per year. The total depreciation cost for the three-year grant term as part of Alpha's in-kind match is $353,571. Additionally, the release-time pay for trainees and training staff salaries is estimated to be $526,500. (See Appendix E.)

Bravo will establish a learning center at its plant at an initial cost of $50,000 for the high-end sterile field equipment needed to produce its medical devices. The useful life of this specialized equipment is estimated to be four years. Bravo's depreciation cost of this equipment is $12,500 per year, and its total in-kind contribution to the grant match is $37,500 for the three-year term. Salaries for release time employees and trainers will be $68,000 over the three-year term. (See Appendix F.)

The total cash outlay by the AB Consortium is approximately $700,000, and the fair market value for the depreciation of the training equipment as its in-kind match is approximately $390,000. This amount exceeds the 100% match requirement for the $1 million requested for tuition and administrative costs.

Example #2:

There is a firm commitment by the identified partners for a match of $2.9 million in wages paid as release time for training. Unity's contribution of $800,000 of the match is based on 20,000 training hours (500 employees @ 40 hours during grant period) at an average wage of $40/hour. Participating AASD member companies are contributing $2.1 million, based on 60,000 training hours (1,500 employees @ 40 hours over grant period) at an average wage of $35/hour. See budget documents for a detailed discussion of the match.

AASD has begun a partnership with the Business Relations Group at DOL's Employment and Training Administration that will facilitate the linking of AASD member companies to local One-Stops. This will enable employees at all levels to take advantage of the career and training services offered by their local One-Stops. AASD received a high number of responses from other member companies expressing their interest in participating in the program. These companies are currently reviewing both incumbent staff and new business needs. The companies have requested occupational IT specialties to include Analog Design Engineers, Network Administrators, and Digital Design Engineers.

Unity and AASD believe they can continue this program beyond the end of the grant period. First, based on the success of this grant, AASD should be able to get employers to pay for a higher percentage of the training. Unity has committed to paying a higher percentage if this program is

successful. Second, costs of managing the program will be lower since the partners will already have three years experience in the program and the communication between trainers and program managers will be well established. Third, the educational and training institutions in some of the less populated regions have agreed to give a price break based on volume. AASD believes the program will grow in the future as more of its members join and they are able to take advantage of volume discounts. Fourth, Unity and AASD have had preliminary meetings with state and local workforce boards in the seven designated regions to discuss other sources of money. AASD has been pursuing these same types of contacts in other regions where it has a concentration of member companies to see if it can start the program in additional areas. AASD is looking to partner with other large employers in these additional areas.

Tips for Developing the "Sustainability" Section

- Develop and build meaningful partnerships that reflect strong commitments to the project and beyond.
- Consider non-financial partnering, such as developing an on-going relationship with state and/or local Workforce Investment Boards and economic development entities. These relationships may benefit business partners in ways that extend beyond H-1B skill level training.
- Consider all opportunities for match. Some examples of cash match include, training wages, tuition reimbursement, internships, state and local funding spent on H-1B skill level training, and development of intranets/distance learning infrastructure. Examples of in-kind match include volunteer time of mentors, space used for training, and use of computer equipment. Note: These lists of examples are not all-inclusive. Applicants should explore all possible sources of match.
- Do not overstate your project's match. Obtain formal commitments for match from your project's partners.

5.7 Linkages with Key Partners

Refer to SGA/DFA 03-114, Section IV(B)(5), "Rating Criteria/Linkages with Key Partners."

Purpose and General Information

This section can receive up to 15 out of 100 total available points during the review process.

The Linkages with Key Partners section of the proposal demonstrates the level of each partner's connection to your project, and that the public/private partners necessary for the particular training program you are proposing are included. Examples of partners include businesses, including small- and medium-sized businesses; trainers; educators; unions; local or state government; local workforce boards; and faith- and community-based organizations. This section also details the specific roles, responsibilities and commitments of each partner.

The U.S. Department of Labor recognizes the importance of organizations working together at the local level to develop solutions to workforce issues. In doing so, projects may access additional non-financial and financial resources as well as supportive services (such as childcare and transportation subsidies) for unemployed workers. These connections will strengthen partnerships and contribute to the overall quality of the project.

In this section, you are encouraged to focus on the following:

- Go beyond the minimum level of partnership required in the SGA to show broader, longer-term partnerships. To that end, DOL strongly encourages that projects connect with the workforce investment system through state or local Workforce Investment Boards.

- Include the project's partners and describe the respective roles they play. Highlight the partners' interests and purpose in becoming part of the partnership. Discuss the planning process and emphasize the role that business partners assumed in developing the overall project, and their anticipated role in the operation of the project.

- Discuss the specific activities and supporting roles that will ensure the participation of all partners throughout the life of the project. Include the methods for partner interaction with the designated project manager.

- Discuss any coordination and consultation activities with the local workforce boards, the state workforce board, and/or the Governor's office. These entities may be in a position to assist with project planning, proposal development, establishing linkages and partnerships, and a variety of other services described in Section 2.6 of this Applicant's Guide.

Abbreviated Application Examples for the "Linkages with Key Partners" Section

The following examples are not intended to be prescriptive, but rather to illustrate how some aspects of the "Linkages with Key Partners" could be described in an application. These examples should not be viewed as fully responsive to the SGA rating criteria for the "Linkages with Key Partners" section. They are abbreviated versions, and you may need to provide considerably more detail in an actual application. Note also that you will see references to Tables and Charts that are not included in the hypothetical examples presented here. It is important to understand that the exact language of the examples provided in this guide should not be used as a template for your application. The language illustrates one kind of approach to providing what the original SGA is seeking, not the only approach or the way it must be done.

Example #1:

Alpha will provide the project manager for the consortium. The project's direct partners, Alpha and Bravo, have been in cooperative consultation from the start. Both companies recognized mutual problems with upgrading their own engineering staffs in the face of anticipated growth, and both understood that a lack of adequate staffing could not only stymie such growth but also jeopardize their competitiveness in a national market.

Through the offices of the Card City Chamber of Commerce, Alpha and Bravo executives contacted Delta University's president. Discussions then began with Delta's Academic Dean of the Graduate School of Engineering as to the feasibility of modifying specific discipline courses to develop survey courses. These courses would provide working engineers with the equivalent of continuing education courses focusing on the newest theories and best practices in the field. Delta and the AB Consortium then signed an MOU. Production managers worked with Delta faculty to provide a foundation for narrow specialty production technologies that fit the specific needs of both companies.

Delta will be the administrative agency for the project. Delta has experience handling government grants, as outlined in the Outcomes Section. Delta will work with the partners to develop appropriate selection criteria for the trainees, ensure adequate notification to workers of training opportunities, arrange monthly meetings with the companies for the first six months and quarterly meetings thereafter, collect data on participation and certifications for reporting to the U.S. Department of Labor, certify that the match requirements are being met, and meet the other criteria for the project manager.

The local One-Stop office of the Any State Employment Service agreed to contact eligible applicants who were unemployed due to factory closings and refer them to the project's Delta admissions personnel, who will determine their eligibility to become non-incumbent worker participants in the program. Such applicants will be co-enrolled in the H-1B project and at their local One-Stop. The Card City WIB and the WIBs of the ten satellite areas have signified their support of the project. (See Letters of Support attached.) The Governor's Economic Development Office has reviewed the proposal and has given its support. (See attached letter.) In addition, the Association of Precision Tool Makers has offered benchmarking information for use in curriculum development and intends to feature the proposal as a "way to go" in its next newsletter.

Example #2:

AASD will provide the program management staff. This large national trade association has considerable experience in handling government grants and in working with state and regional workforce boards and economic development committees, as discussed elsewhere. AASD will convene weekly conference calls with Unity during the first three months of the program after award of the grant, and then quarterly meetings after that, or as needed. AASD will continue recruiting companies in the first 18 months of the grant and will track training outcomes. AASD will also collect the relevant data required by the U.S. Department of Labor from both AASD companies and Unity. AASD and Unity will both communicate with outside training vendors and educational institutions, depending on location and previous contact, but AASD will manage and maintain records on the outside training organizations. AASD will conduct a semi-annual survey among trainees to assess the effectiveness of the training.

Unity will be the major training provider, as described in previous sections. It will work with outside training providers as required and provide AASD with data on training as requested. Other training providers, as described in previous sections, are listed in an attachment. Although no single WIB is a sponsor of the project, Unity and AASD have discussed the project with each of the local WIBs that cover the geographic areas included in this proposal. Negotiations are underway to submit an application under the H-1B WIB/Business Partnership funding stream with two of those WIBs in order to expand the training activities proposed here. The Economic Development Agencies of four states have identified skills upgrading initiatives currently underway and are committed to a continuing dialogue to avoid duplication of effort and develop a cross-project learning initiative. Selected letters describing WIB and Economic Development Agency commitment to this project are attached.

Tips for Developing the "Linkages with Key Partners" Section

- If you include letters of support from local and state workforce agencies, WIBs, and other partner organizations, the letters should be specific and clearly identify the role of the entity and what it will contribute to the project. Do not include letters that lack specific detail or involve partners that do not play a significant role in the partnership.
- Do not repeat the role of business as described in the Level of Training and Service Delivery Strategy.
- Do not overstate the role and commitment of partners.

5.8 Outcomes, Management, and Cost Effectiveness

Refer to SGA/DFA 03-114, Section IV(B)(6), "Rating Criteria/Outcomes, Management, and Cost Effectiveness."

Purpose and General Information

This section can receive up to 25 out of 100 total available points during the review process.

A considerable financial investment has been made to support the H-1B Technical Skills Training Grant Program. Accordingly, DOL anticipates that the quantity and quality of project outcomes will reflect this investment. Projects should emphasize outcomes that create job opportunities, increase the salary level of incumbent workers, and prepare trainees with industry-recognized skill certifications and licensing requirements.

DOL also wants to ensure that H-1B funds are spent on relevant activities that contribute to the overall goals of the H-1B program through demonstrable outcomes, and that grant recipients have demonstrated the capability to administer federal funds. Therefore, there are applicable rules and regulations associated with the management and administration of H-1B funds. DOL is also interested in the cost effectiveness of H-1B training projects.

Outcomes

Your project's planned outcomes should be realistically stated, giving details of occupational titles, salary scales and ranges, and projected numbers of trainees who will complete training. Clearly state outcomes by making clear whether the trainees will move up to the H-1B level in education and experience, be retrained to a high-demand occupation or skill, or obtain a skill level that is consistent with current high skill technologies.

At a minimum, base your discussion on the three outcomes listed below. Supporting narrative for each outcome should provide specific details to demonstrate how and why the applicant arrived at a particular outcome.

- Hiring of unemployed trainees (if applicable).
- Increases in the wages or salaries of employed trainees (if applicable).
- Awards of educational degrees, credit toward degrees and skill certifications for trainees in industry-accepted occupational skill standards, certificates, or licensing requirements.

You may also indicate if additional process- or outcome-based goals are planned, such as promotions, new job titles, reduced vacancies, reduced number of H-1B visa workers, etc. You may include an explanation as to how these additional goals will be achieved.

Management

This section of your proposal identifies the partner who is going to manage your project. The managing entity's experience in managing government grants or training projects is also discussed in this section. Both administrative and financial controls, as well as applicable management information systems for tracking progress and end results, are part of this discussion.

- Your project must designate a project director who will dedicate at least 60% of his/her time to the project. Identify your project manager as well as the management entity that will be responsible for the overall administration of the project.

- Identify the entity that will serve as your project's fiscal agent. Include a description of this organization's capacity and past experience relative to managing government grants and high skill level training.

- Describe the proposed staffing pattern, qualifications and experience of key staff members, and the roles of participating partners. Resumes for project staff may be included as attachments.

- Describe the automated data system your project will use to collect data and provide management support. Your system's capability should enable you to track trainee progress and project outcomes and to generate reports. Identify the measures that will be undertaken to ensure the accuracy and integrity of information reported to DOL.

- Describe the financial management and control systems your project will use to manage the H-1B grant funds. This section should also include an assurance that the managing entity understands and will comply with applicable requirements, as stipulated in SGA Part II-Requirements, Section B, Subsections 1, 2, and 3 and Sections C, D, and E.

- State that training providers will be procured in a manner consistent with all applicable procurement rules and regulations.

Cost Effectiveness

Essentially, this section of your proposal provides a cost/benefit analysis. To detail the expected cost effectiveness of the proposed project, this section compares the expected cost per trainee to the expected benefits per trainee. You are also encouraged to quantify the benefits that the partnering organizations will receive if your grant application is funded.

Details for specific component costs should be presented, rather than gross or average figures, particularly when there is a significant disparity in levels of training for different occupations. For example, training costs may be compared to similar education and training for individuals outside of your project. The Department of Labor recognizes that the higher level training called for in H-1B projects may, in some cases, be costly. Higher training costs in and of

themselves will not exclude applications from consideration. However, training costs must be competitive for the type of training being offered. Applicants are encouraged to demonstrate the competitiveness of their training costs by providing cost comparisons for similar training offered in the same geographic area.

Include an analysis of your project's benefits, including employment outcomes, increased salary, promotion, retention, and the levels of skills achieved (such as attaining state licensing in an occupation), relative to the cost of the training provided in order to achieve those benefits. Present final cost information as a "cost per trainee."

Abbreviated Application Examples for the "Outcomes, Management, and Cost Effectiveness" Section

The following examples are not intended to be prescriptive, but rather to illustrate how some aspects of the "Outcomes, Management, and Cost Effectiveness" could be described in an application. These examples should not be viewed as fully responsive to the SGA rating criteria for the "Outcomes, Management, and Cost Effectiveness" section. They are abbreviated versions, and you may need to provide considerably more detail in an actual application. Note also that you will see references to Tables and Charts that are not included in the hypothetical examples presented here. It is important to understand that the exact language of the examples provided in this guide should not be used as a template for your application. The language illustrates one kind of approach to providing what the original SGA is seeking, not the only approach or the way it must be done.

Example #1:

Sixty-eight incumbent engineers will receive graduate school training to update their basic academic education with the latest theoretical and best practices methodologies. Each graduating engineer can receive up to 15 graduate credit hours towards a master's degree at Delta, or transfer these credits to other U.S. graduate schools. Sixty-five Alpha engineers will receive training specific to the automotive industry in advanced manufacturing and mechanical engineering. Three Bravo engineers will receive training in computer engineering specifically pertaining to high-tolerance medical devices. It is anticipated that any training slots that are vacated will be filled by other incumbent engineers. At the completion of the grant, the 68 incumbent engineers will reach the educational and skill level of the two firms' H-1B workers and could qualify for the same jobs.

Alpha engineers will be eligible to bid for Level 3 jobs from their present Level 2 positions. The annual salary differential between these levels is $15,000. Bravo engineers will be eligible to bid on the senior engineer position, which has a $10,000 salary differential, or on the lead engineer position, which has a $7,000 salary differential. It is estimated that 70% of the Alpha trainees will move into Level 3 jobs within 3-4 years of the start of the grant. Bravo estimates that its three incumbents will move into the higher positions within three years of the start of the grant, assuming the company's present expansion plans.

Twenty-two non-incumbent engineers will have the opportunity to receive up to 15 credit hours from the Graduate School of Engineering and possible employment at either Alpha or Bravo. Alpha and Bravo have committed to hire at least 13 of these engineers upon completion of training. Alpha engineers have a starting salary of $40,000 per year, while Bravo engineers start at $35,000. Salaries for higher-level positions are commensurately higher.

The project director has been identified as Julia Rose, Associate Human Relations Director at Alpha, who will spend at least 60% of her time in overseeing this project. The Bravo coordinator, Jacob Christopher, will spend at least 10% of his time on this project. Their resumes are attached. Delta will assign one academic counselor for trainees.

Delta University will be the administrative agency for the project. Delta's financial officers are bonded to handle the fiscal requirements of the grant. Delta has received over 100 federal grants from the NIH and Department of Agriculture and is very familiar with federal accounting and audit procedures. Delta has not had an audit exception in the last ten years. Delta uses the JASON MIS for tracking student progress, which will be adapted to track project participant progress, both at the university and with input from Alpha and Bravo HR officers. (See Appendix F for a detailed budget of costs pertaining to modifying the School of Engineering's regular curricula.)

The projected cost for the 90 participants is detailed in Table 3 below. As indicated in the comparison costs also shown in Table 3, the project's training cost per student is 60-80% of what an individual would have to pay for comparable training outside the project. In addition, project participants will receive the added benefit of on-the-job training and mentoring.

Example #2:

OUTCOMES

The project will train approximately 2,000 high tech and IT workers, including 500 incumbent mid-level engineers at Unity and 1,500 workers from among the 725 identified small and medium-size software design companies that are members of AASD. The partners estimate that at least 80% (1600 workers) will qualify for and attain industry-wide accepted certifications for IT specialties. Corporate Letters of Commitment identifying specific individuals in each company, their credentials, and their proposed career training plans are available for review. A representative sample of 20 of these letters is attached. Each participating company commits to paying its trainees' release time salary as necessary and has agreed to provide all requested information on a quarterly basis to AASD for reporting purposes.

Unity has committed that 80% of all participants who satisfactorily complete training will be promoted, assigned to a higher-level position, or receive a pay increase over the term of the grant. Unity states that these promotional opportunities will carry a 5-10% salary increase. Because AASD's member companies are small or medium-size, opportunities for promotions are subject to actual works in progress. However, AASD has obtained commitments from participating companies that at least 70% of participants who complete training will receive additional or different responsibilities with increased pay. There was a sense from the participating companies that successful trainees would be afforded a

place "at the head of the line" for promotional and advancement opportunities. In general, advancement in these companies provides at least a 5% salary increase.

MANAGEMENT

AASD has identified Sam Adams, its present Associate Executive Officer, to be Project Director. AASD has a history of administering large grant programs from DOL, starting in the 1970s as a sub-grantee for a number of CETA grants. It was subsequently involved in JTPA and the National Alliance of Business JOBS Program. Mr. Adams has been Grants Coordinator and Administrator for these grants since 1981. He will be employed as Project Director on a full-time basis working closely with Unity and participating AASD member companies. (See attached for the Project Director job description and Mr. Adams' resume.)

COST EFFECTIVENESS

The 2,000 incumbent workers will receive high skill, high-demand IT training at a cost of $2.6 million, including administrative, monitoring and program expense. The cost per participant, which varies depending on the level and complexity of the training, is detailed in Table 2 below. This proposed program is particularly cost effective when compared to the average training costs for students enrolled at most graduate schools. Comparative cost information is also included in Table 2. The comparison costs are based on a survey of 15 educational institutions that are located in the seven areas where Unity/AASD training will occur and that offer courses comparable to those described in this proposal. The average hourly salary of IT mid-level employees is in the $35-$40 range. The anticipated 5-10% salary increase will generate between $3,500 - $8,000/year per trainee who completes training. Thus, as shown in Table 2, a one-year salary increase of this magnitude is significantly more than the per-participant cost of the grant. Table 2 also outlines in more detail the costs for the different groups of courses and a comparison of what those courses would cost an individual.

Tips for Developing the "Outcomes, Management, and Cost Effectiveness" Section

- The outcomes and cost effectiveness sections should be reasonable and well documented.
- Clearly demonstrate that the organization has the capacity to administer federal funds and manage your project. Highlight any relevant or transferable experience that may help to support organizational capacity.
- Include an organizational chart as an attachment. This chart should clearly show the lines of authority in terms of the overall management entity's structure and where the H-1B project falls within that structure.
- Include resumes for project management staff. A 1-2 page limit per resume is recommended.

5.9 Attachments

Refer to SGA/DFA 03-114, Section III(B), "Submission of Proposals."

Purpose and General Information

The body of Part II: Technical Proposal is limited to 25 pages. To support the technical proposal, you may also include resumes, a staffing pattern, statistical information, and related materials in attachments, which may not exceed 15 pages. Letters of commitment may also be included as attachments to your proposal and do not count against the allowable 15-page maximum.

Tips for Developing the "Attachments" Section

- Carefully consider what types of attachments may add value to your proposal.
- Do not include extraneous materials not directly related to your project's objectives.
- Letters of commitment that provide specifics about how a partner organization will contribute to and benefit from the project will likely add more value to your proposal than general letters of support. For example, this could include letters from companies promising to hire and/or promote graduates to H-1B level jobs, to provide matching funds, or to reduce actual H-1B visa use.

Section 6
Final Checklist

Before submitting your proposal, you may wish to use this checklist as a review guide. By paying close attention to detail and using this "Final Checklist," you can help ensure that your proposal meets the prescribed requirements. Note that this checklist only serves to remind you about certain aspects of the application requirements covered in the SGA and this applicant's guide. This checklist is not all-inclusive and does not assure acceptance of your grant application. It should not be used as a substitute for strict adherence to all instructions required in and expressed by the original SGA award itself.

1. Ensure that you have clearly stated the case for how your proposal will meet H-1B level skill gaps in the local area(s) included, and provided evidence that trainees will have H-1B job opportunities available to them after they complete their training.

2. Be sure to provide an explanation of the factors that make it impractical to apply for H-1B training funds as part of a local WIB/Business Partnership, as discussed in the SGA and this guide.

3. Confirm that the proposed training is at the level necessary to prepare trainees for H-1B occupations or promotions to higher H-1B levels.

4. Confirm that the individuals you are targeting for training meet the H-1B requirements for skill level and occupation type.

5. Verify that your project's match meets the criteria for allowable expenses and that the total match is equal to at least100% of the H-1B funding request.

6. Evaluate your project's linkages and partnerships to ensure that all partners are identified and all roles are clearly defined.

7. Ensure that examples of sustainability are real and focused.

8. Ensure that project outcomes are demonstrable, consistent with the proposed training, and clearly connected to H-1B occupations.

9. Ensure that you demonstrate the capability to manage federal funds.

10. Review the Executive Summary for readability and the extent to which it provides a clear and concise description of the project. (A two-page limit applies to the Executive Summary, which does not count toward the maximum page limit.)

11. Include a Project Timeline that outlines all of the project's activities and timeframes from implementation to completion. Include the duration of each component. (This document does not count toward the maximum page limit).

12. Ensure that you have met the page limit specifications. The body of Part II: Technical Proposal (excluding the Executive Summary, timeline, and any attachments) is limited to 25 (twenty-five) double-spaced, single-sided, 8.5 inch x 11 inch pages with one-inch margins. Text type should be 12 point or larger. Attachments, excluding letters of support, are limited to 15 pages.

13. Ensure that the proposal is clear and accurately describes the proposed project. It may be helpful to have someone outside the project read the proposal. Such a review provides an opportunity to test the readability and content of the proposal and to obtain feedback regarding the reader's comprehension of the project scope.

14. Verify that the proposal follows the application guidelines format and provides thorough responses to each section. It may be helpful if two individuals conduct this evaluation.

15. Proofread the proposal for spelling, grammar, and punctuation. A great deal of time and effort is dedicated to developing a quality proposal. "Typos," misspelled words, and poor grammar can minimize this quality and give the appearance that attention to detail was lacking. It may be helpful to have several individuals proofread the document.

16. Construct a Table of Contents. Ensure that proposal pages are numbered and that sections and page numbers are accurately reflected in the Table of Contents.

17. Ensure that all required forms are included in Part I. These forms include:
    - Application for Federal Assistance Form (SF-424), signed by the grantee's authorized representative. SGA Appendix C.
    - Budget Information Form. Verify that the total of the budget line items equals the grant request and that the budget is supported with clear and concise narrative. SGA Appendix D.
    - Project Profile Information Form. SGA Appendix E.

18. Ensure that all required parts are included in Part II: Technical Proposal. These are listed in Section 5 of this Applicant's Guide.

19. Ensure that your "Attachments" section includes all attachments referenced in the proposal. Note that any letters of support you wish to include should be part of the original application; letters sent separately will not be seen by the panelists.

20. Submit Part I and Part II of your proposal as separate documents (e.g., staple or bind them separately). Applicants must submit an original signed application and two copies.

21. Ensure that your proposal will arrive on or before the deadline of September 22, 2003.

Section 7
Additional Resources

7.1 Resources on the U.S. Department of Labor, Employment and Training Administration, H-1B Web Site

You may find information useful to preparing your proposal on DOL's, Employment and Training Administration, H-1B Web site at **http://www.doleta.gov/h-1b.**

Under "Reports and Publications," you will find resources that look at various approaches to addressing the skills gap among U.S. technology workers.

And, under "Related Web Sites," you will find links to information sources such as the following:

- Bureau of Citizenship and Immigration Services
- US Census Bureau
- American Community Survey
- Census 2000 Supplementary Survey
- 2000 Decennial Census
- Department of Commerce, Technology Administration
- America's Labor Market Information System
- Bureau of Labor Statistics
- Foreign Labor Certification
- O*Net OnLine.

7.2 Who to Contact with Questions Not Covered in this Applicant's Guide

- Questions about the application process and the SGA should be directed to the DOL Grants Office: Mamie D. Williams, Grants Management Specialist, Division of Federal Assistance. Submit your questions via fax to Ms. Williams' attention, at (202) 693-2879.